

SOLSTICE

Conference 2010



Edge Hill University

Moving assessed student presentations online: how a change in practice brought "...a breath of fresh air" to the student experience

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"While in school, many students create digital materials without the benefit of instruction from faculty, information technologists, or librarians, but such products are typically recreational in nature and do not have the hallmarks of academic work. When students employ multimedia in their assignments, for example, they are often criticized for being facile in their work or for not developing a narrative or argument in an academically rigorous manner."

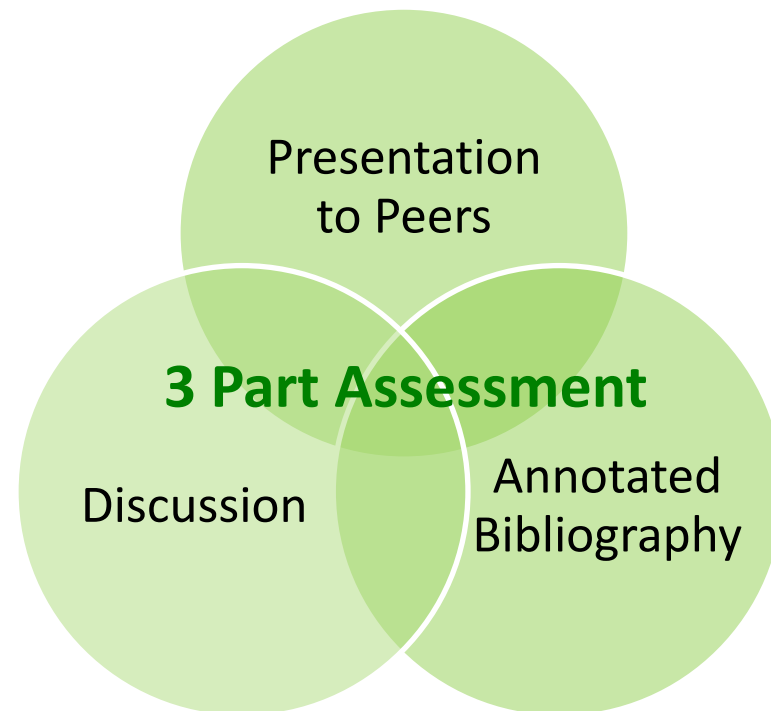
Lippincott, J,K. (2007)

L5 Primary Teacher Training Programme

Subject Specialist Module

Language and Communication Literacy

80 students



hybrid presentation approach

online: slides with script notes

and

face-to-face: brief verbal summary

new genre

limited prior experience of online presentations

limited delivery, review & discussion time

only 15 mins in class

no 'real' audience

electronic copy shared only with tutor

hard copy of slides with script notes and brief verbal summary shared with two peers

superficial dialogue

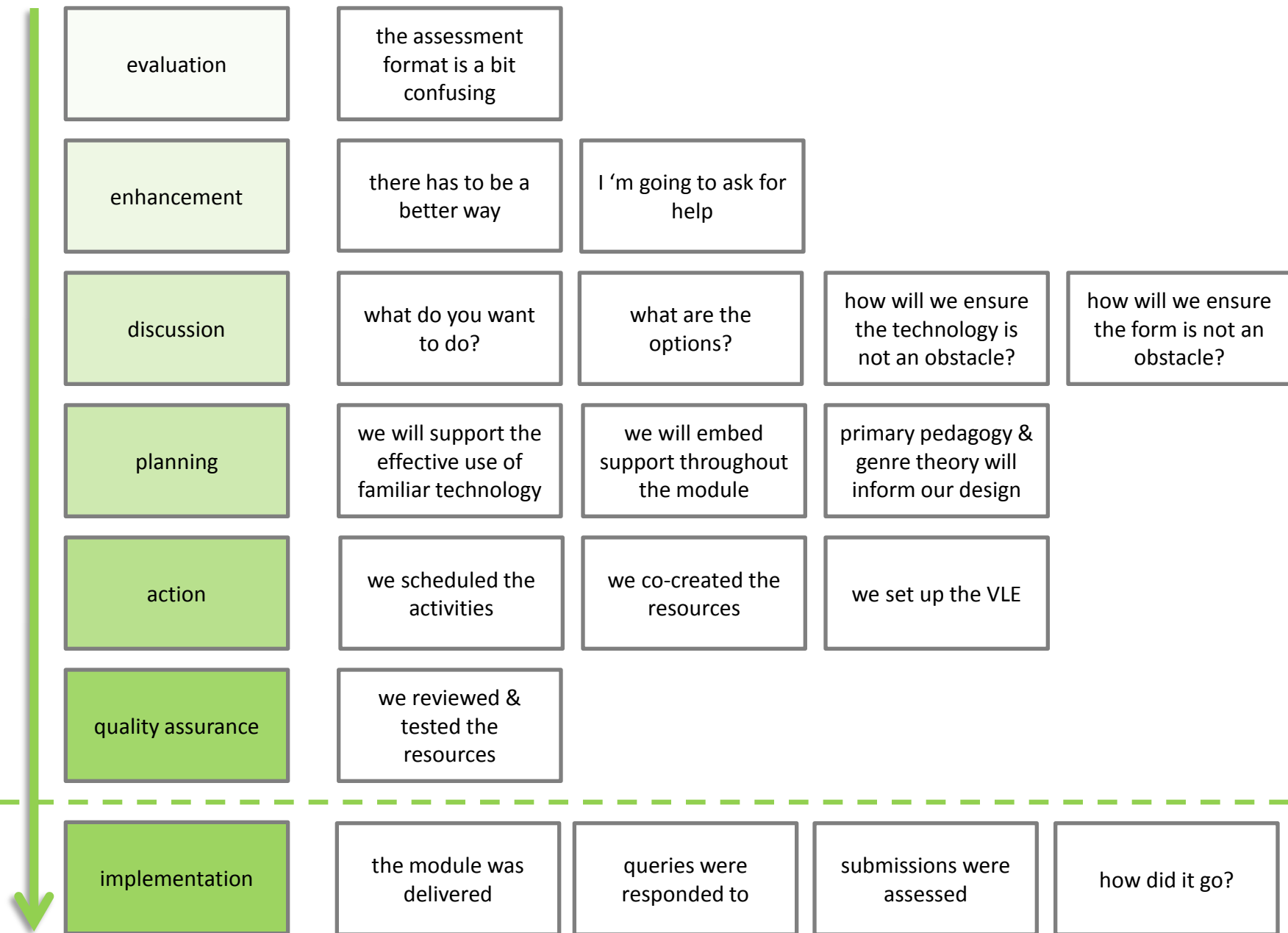
brief and ineffectual feedback and Q&A session

tutor unable to use presenter-audience interactions to inform assessment as entire cohort cannot be observed

Our Aims:

- engender intrinsic motivation
- involve active engagement
- provide a context for the authentic application of digital literacy skills
- retain academic rigour

What we did



Discussing potential solutions

	synchronous	asynchronous
presentation	a presentation that is delivered by a presenter in real time (- with or without: video, audio, controlled navigation, text chat)	a presentation that is prepared and delivered without the presenter being present. (- with or without: video, audio, auto-animation)
discussion	a discussion that occurs in real time allowing the presenter and audience participants to interact with each other during or following the presentation.	a discussion that occurs over an extended period of time allowing the presenter and audience participants to interact with each other following the presentation.
technology options	<div style="border: 1px solid #90EE90; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">web cast</div> <div style="border: 1px solid #90EE90; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">web meeting</div> <div style="border: 1px solid #90EE90; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">virtual world</div> <div style="border: 1px solid #90EE90; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">IM chat</div> <div style="border: 1px solid #90EE90; border-radius: 10px; padding: 5px; text-align: center;">smartphone app</div>	<div style="border: 1px solid #90EE90; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">slidesharing / file sharing</div> <div style="border: 1px solid #90EE90; border-radius: 10px; padding: 5px; text-align: center;">discussion forum</div>

We chose...
not to introduce new technologies
but instead
to explore how to
use existing, *familiar* technologies
more effectively.

What we used

Creating

Powerpoint

to produce standalone presentation slides containing text &/ image
in order to be inclusive - video, audio, screencasts, etc, could be acceptable but not a requirement

Delivering

BB –Assignment Dropbox

to submit their presentations online for peer review and assessment
to ensure equity – the publish option could be used by the tutor to control the timing of the presentations availability

Discussing


BB – Discussion Board

to exchange feedback and Q&A
to ensure participation - the boards were chosen (rather than chat) to give everyone a chance to contribute over an extended period, as a specific period for the activity was not timetabled

Aligning our pedagogy & planning to embed assessment support into the module

Primary Pedagogy

Our Strategies



familiarise	acquaint pupils with the text type	Week 3 students engage with the tutor's online presentation
focus	draw attention to key features	4 students discuss the features of an online presentation, tutor guides the discussion
define	articulate the conventions	9 students interpret & prioritise the assessment criteria using a rubric designed specifically for online presentations, tutor guides the discussion
scaffold	support the pupils to use the text type	10 students engage with written guidance on creating an online presentation
increased independence	increased independence	11 students submit presentations and engage in discussion, tutor provides support as required

What we designed

<p>Week 1</p> <p>introduction to the module</p> <p>Whole Class Briefings 97%</p>	<p>2</p> <p>introduction to the assignment</p> <p>Handbook Outline 88%</p>	<p>3</p> <p>Familiarise</p> <p>language variation & diversity online presentation</p> <p>Presentation Model 93%</p> <p>Practise Q&A 96%</p>	<p>4</p> <p>Focus</p> <p>in-class features analysis tutor guide</p> <p>In-class Identification 96%</p>
<p>5</p> <p>reading an online text</p>	<p>6</p> <p>perspectives on literacy</p>	<p>7</p> <p>assignment samples & topic suggestions topic chart</p> <p>Samples 85%</p> <p>Suggestions 90%</p>	<p>8</p> <p>assignment content & focus tutorials</p> <p>Group Tutorial 100%</p>
<p>9</p> <p>Define</p> <p>assessment criteria interpretation & submission demo assessment rubric</p> <p>Specific Criteria 96%</p> <p>Trainee Involvement 96%</p> <p>Submission Model 92%</p>	<p>10</p> <p>Scaffold</p> <p>presentation tips & submission guidance written guides</p> <p>Submission Guide 90%</p>	<p>11</p> <p>Independence</p> <p>online assignment submission and Q & A</p> <p>Response to Submission Difficulties 99%</p> <p>Response to emails 100%</p>	<p>12</p> <p>evaluation</p>

The **collaboration** between academic and learning technologist ensured subject knowledge, technical and presentational design expertise **informed the production** of an online presentation about ‘language variation and diversity’.

Some sample slides from the exemplar presentation

PSS2000




Miss I've fell ...

Language Variation and Diversity: Accent, Dialect and Standard English

How can subject knowledge help ...

Developing your subject knowledge about language variation and diversity will help you make informed judgements about:


- ~ ways of responding to children and developing their language and communication;
- ~ ways of teaching the Key Stage 1 and Key Stage 2 Programmes of Study for English

 Review the National Curriculum Programmes of Study and Develop your understanding of the terms 'Dialect', 'Accent', 'Standard English' and 'Received Pronunciation'.

National Curriculum Programmes of Study Dialect Accent Standard English Received Pronunciation

Analysing the language sample ...

Tom's non-standard English is highlighted and the standard English equivalent is shown followed by the grammatical term for that aspect of language.



Tom, age 7

Miss I've **fell**. He's **just tripped** me and **took** the ball off me. It's not fair I didn't do **nothing**. **We was** just playing and he **could of had** **them ones** over there instead.

St. Eng: He's...taken
Past tense

St. Eng: I've fallen
Past tense


St. Eng: I didn't do anything
Negative

St. Eng: could have
a common mispronunciation

St. Eng: those
Demonstrative pronoun


St. Eng: we were playing
Subject-verb agreement

How are language and identity linked ...




“ we have to remember that language is an integral part of being human, not an optional extra like playing the flute. So an attack on a person's language becomes an attack on the person himself...language is so closely bound up with home and family, with community and friends that its emotional roots are strong and deep ”

Perera (1987:12)



“ No child should be expected to cast off the language and culture of the home as he [sic] crosses the school threshold, nor to live and act as though school and home represent two separate and different cultures which have to be kept firmly apart. ”

The Bullock Report (1975): A Language for Life

 Reflect on your own use of accent and dialect. Has it ever drawn comment? Have you ever changed your accent and dialect? Why? How did this make you feel? How far is the way you speak part of your identity?

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[Lippincott, J,K. \(2007\)](#)

- ① *Thorough, explicit knowledge & understanding of the topic*
 - ② *Can present a coherent critical argument demonstrating the ability to synthesise concepts, theories and practice in a critical argument*
 - ③ *Organisational rationale complements and enhances the clarity of the argument and there is evidence of independent thought*
- +
- ④ *Effective use of online presentation techniques to communicate research*

Presentation A slides

The scenario...

- Year 5 children were asked to write their own myth.
- Previous lessons had included reading several myths and **analysing** their key features e.g. settings, characterisation.
- The teacher provided the children with **lots** of guidance including sentence starters, settings and mythical names before they began to write.

The samples...

Years ago when ferocious beasts weren't just figments of the imagination, there was a small girl named Persia.

In the morning Persia got up, got dressed and set out in search of her mother. The King told her that her mother had been taken to the Hydra's cave by the Hydra.

"Zeus is pleased with you, very pleased," Hermes announced. And for the rest of her life Persia never forgot her battle with the Hydra.

(Isobel, Age 10)

Introduction

Middle

End

4

! **What are your initial thoughts about Isobel's samples of writing?**

This sample is **not** a full version of Isobel's myth but provides a sample from each section of her writing piece. A small section from the **introduction, middle and end.**

1 Analysing the teaching that guided the sample...

Literature
Donald Graves suggests providing children with plenty of literature in order to support their writing. Isobel has picked out **mythical names** from the myths the teacher read to the class.

Introduction
Years ago when ferocious beasts weren't just figments of the imagination, there was a small girl named Persia.

Middle
In the morning Persia got up, got dressed and set out in search of her mother. The King told her that her mother had been taken to the Hydra's cave by the Hydra.

End
"Zeus is pleased with you, very pleased," Hermes announced. And for the rest of her life Persia never forgot her battle with the Hydra.

Audience and Purpose
Isobel writes for her intended audience (her peers) by using descriptive language, speech and structure. These features were identified by the teacher during the stepped approach to teaching writing. Rosen and Mallett highlight the need for children to be aware of this.

Editing
Isobel's sample is the final draft of three drafts her teacher allowed the children to produce. This follows Rosen's theory about the importance of reviewing and editing writing work.

Publishing
The final draft of Isobel's myth was written up neatly by the child and displayed, together with her peers', in a class book. Graves and Rosen identify publishing as key way giving the writing purpose.

- 1 a range of theories are applied to the sample
- 2 the argument is expressed clearly and concisely
- 3 an effective layout complements the analysis
- 4 a questioning and instructional tone is used to engage the reader

Audience Question:

“ Do you believe that Isobel's teacher's approach could cause confrontation between pupils when offering one another guidance/support? How could this be tackled? ”

Presenter Response:

“ If this approach was used within a different class and a child became ..upset because their partner suggested lots of improvements for their work, this would be a different matter...the children would need a class discussion with the teacher about how to support each other. For example - 'We might think that our partners work needs lots of improvement, but you have to remember it is their writing and they might have spent a lot of time over it. So maybe you could suggest 2 good things about the work and 2 improvements'. By scaffolding the way children go about peer work, the teacher can ensure that the children use the experience to their advantage and it does not dishearten them. ”

Presentation A feedback

The scenario...

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- Previous lessons had included reading several myths and analysing their key features e.g. settings, characterisation.
- The teacher provided the children with lots of guidance including sentence starters, settings and mythical names before they began to write.

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Publishing
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Peer Feedback:


“ There has been a great use of theory throughout this presentation and it was very informative, it has provided a range of writing strategies that I could use. ”

Presentation B slides

Inter-textuality of the cat and the fiddle and the cow jumping over moon

1 Look out for these toys later in the book

Text is almost following them as though they have left so fast the words haven't quite caught up.



'The little dog laughed to see such fun' another case of inter-textuality

Hey Diddle Diddle record playing, showing this is the what happened next tale

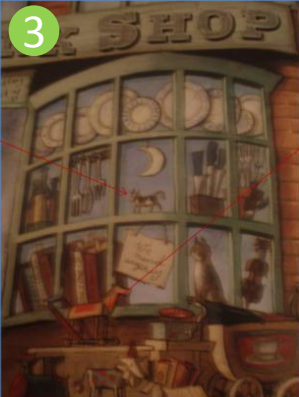
Page break like in a comic moving time onto the next scene

2 It is not just the picture book which is important but the teacher that guides their eyes and ideas (Coulthard, 2003)

Points for Discussion

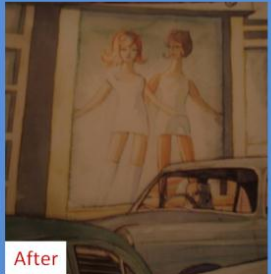
3 The cow is now under the moon rather than over.

4 Told you to keep a look out for the toys - now they are in the junk shop along with the dish and the spoon. It is a cycle of things being new for a time then becoming unwanted.



Before

We can also see the change in fashion from when spoon entered jail to when he left.



After


3 'Talk is most pervasive in its use and powerful in its possibilities' (Alexander 2005:2)

- 1 *the sample is examined comprehensively*
- 2 *relevant theory is used to support the argument*
- 3 *annotated imagery is used to clearly and effectively illustrate the argument*
- 4 *a questioning and conversational register is used to engage the reader*


Presentation B feedback

Points for Discussion

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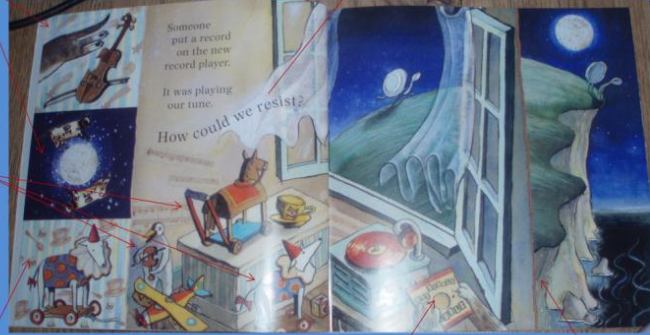


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Page break like in a comic moving time onto the next scene

It is not just the picture book which is important but the teacher that guides their eyes and ideas (Coulthard, 2003)

Peer Feedback:

“ I would like to compliment you on producing such a **visual and interactive** PowerPoint. I found your sample book very interesting as I have not come across this before. We have covered the same topic and yet you have brought new ideas and considerations to the idea of picture books ... **your analysis of it as a quality picture book has made me aware** of this and I would definitely consider using this myself with children. ”

1 Teaching Writing Skills (2)

It is important that children have an understanding of how writers write and Horner and Ryf (2007) suggest that by providing opportunities for children to look at authors' websites they will begin to develop an awareness of purpose and audience when writing fiction.

How do the learning theories link to the writing process?

2 It is the role of the teacher to scaffold the children through the different stages of writing as suggested by Horner and Ryf (2007: 95) 'to plan, draft, edit and publish work'. This links to Vygotsky's (1978) theory of the Zone of Proximal Development as the teacher provides a guidance for children to follow in the structure of writing, with the intention that on future occasions the child will be able to do this independently.


When children are writing and re-visiting their work through re-drafting they are addressing Bruner's (1973) idea of a spiral curriculum which argues that true learning occurs when children use what they already know to develop and refine their ideas further.

Listen to the author Julia Donaldson, using the link below. How does she describe her writing process for her book 'The Gruffalo'?

www.scottishbooktrust.com/podcasts/video/julia-donaldson


www.juliadonaldson.co.uk

Explore Julia Donaldson's website. Can you find any other authors websites that would be suitable for children to explore in school to develop their awareness of the writers role?



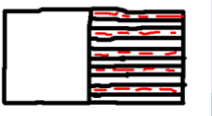

3 How do teachers incorporate creativity and the development of skills in the writing process?

Listen to the interview, below, with an experienced primary teacher who talks about how he addresses both creativity and writing skills in his teaching in the primary classroom.

2 

Whilst listening, note down any ideas he suggests that you find interesting and would use/would not use in your own teaching?

Can you label the diagram of the book below as to the writing approach that the interviewee suggests?



- 1 a range of theories are discussed
- 2 synthesis of concepts, theory and practice is clear
- 3 the presentation structure and format frames the argument
- 4 meaningful web and audio links are used to further inform and engage the reader

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Whilst listening, note down any ideas he suggests that you find interesting and would use/would not use in your own teaching?

Can you label the diagram of the book below as to the writing approach that the interviewee suggests?



Peer Feedback:

“ You have looked at opposing perspectives in order to create a debate involving creativity and writing skills. You effectively linked learning theories to the information you presented and implications for teaching.

The format was well structured and it was very accessible to read. I liked the different ways in which you presented the information e.g. using arrows to read in a circle, simple text down the page. ”

Some student feedback

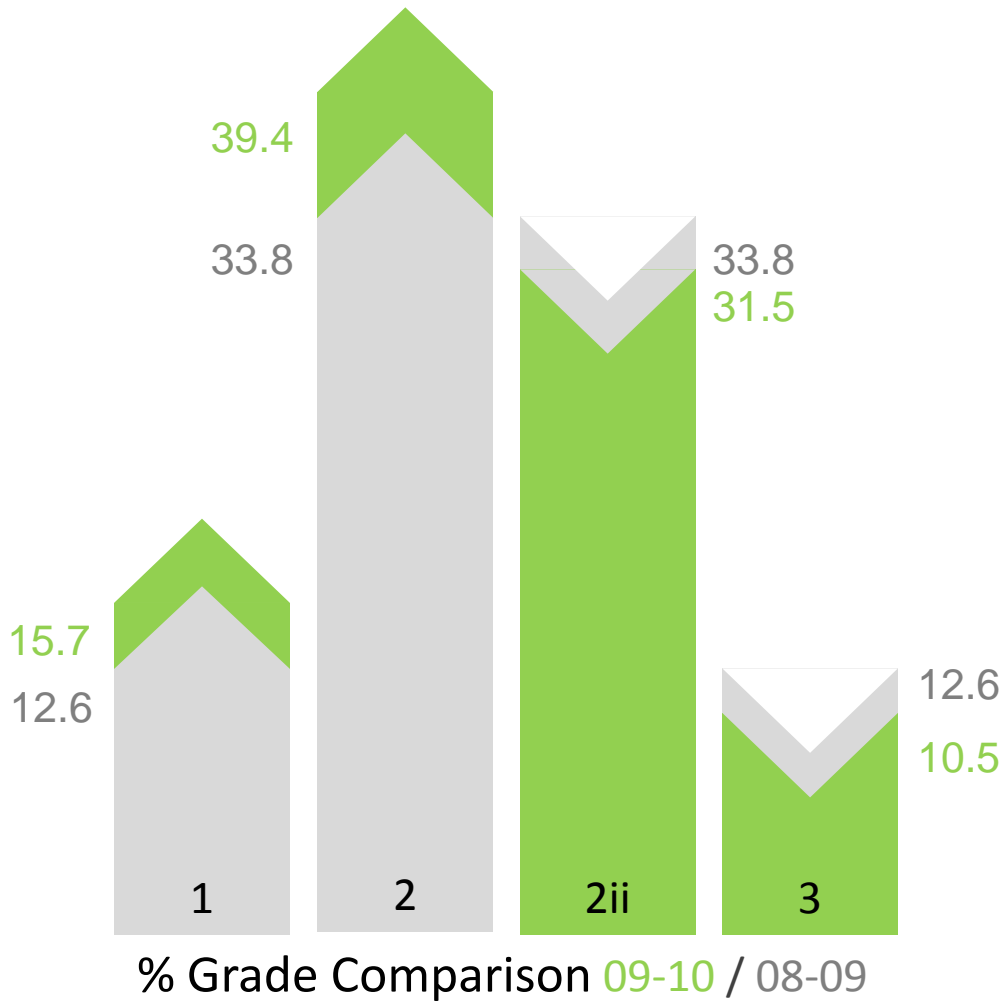
Different from an assignment



Dislike



Grades



Returning to our aims

- engender intrinsic motivation
relevant, new, creative and challenging format
- involve active engagement
professional and insightful presenter-audience dialogue
- provide a context for the authentic application of digital literacy skills
alignment with module content – ‘new literacies’
- retain academic rigour
analysis, synthesis, critical thinking and reflection clearly demonstrated

Digital Literacy

- **Student Exemplars**

Provide and discuss examples of student presentations and critical dialogue from this years cohort

- **Additional Modelling**

Produce an online presentation to support the text-based tips and tricks support handout

Technology

- **Multimedia Exemplars**

Demonstrate additional technical capabilities – eg. the introduction of audio / video

- **Technical Guides**

Support the students in extending their technical skills

Submission

- **Submission Practice**

Integrate an online submission task midway into the module

Assessment & Feedback

- **Grading exemplification**

Redesign the wording and criteria included in the assessment grid

- **Online feedback**

Explore the Blackboard grade tool as a possibility for providing online feedback





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Student presentation slides and discussion contributions are used with kind permission .

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The Case Study presented here illustrates work undertaken by Megan Juss, Val Chamberlain and David Callaghan in 2009/10, Edge Hill University.

Please attribute Juss, M., Chamberlain, V. and Callaghan, D. when referring to this case study.

